

Aggie Wellbeing Assessment

Discrimination

The Wellbeing Improvement Survey for Higher Education Settings (WISHES) has been administered to the Texas A&M University student body in College Station since the 2021-2022 academic year. Texas A&M University surveyed the student body to better understand students' overall well-being, intermediate outcomes, educational outcomes, and student experiences that influence wellbeing. The survey covered topics such as overall health, psychological distress, suffering or struggling, flourishing, belonging at Texas A&M, resilience, binge drinking, health and academic risks, engagement in extracurricular activities, having a friend, mentor, or professor who makes them excited about learning and cares for them. The WISHES survey is administered in October, November, February, March, and April of each academic year. In the 2021-2022 academic year, the survey was also administered in September to students living on campus. However, the March and April surveys scheduled for spring 2023 were not administered. Since the 2021-2022 academic year, 23,216 students responded to at least one question, yielding an overall response rate of 12%. This report focuses on discrimination.

Figure 1, on the next page, illustrates how often students experienced discriminatory, exclusionary, intimidating, offensive, and/or hostile behavior based on their identity in the past 30 days. When looking at the results based on ethnic origin, Black/multi-racial with Black students were more likely to reported facing discrimination at least once compared to all other ethnic groups. Students who identify as part of the LGBTQIA+ community were approximately twice as likely to report experiencing discrimination at least once compared to heterosexual students (34% vs 16%). Female students reported more discriminatory experiences than their male counterparts by ten percentage points (24% vs 14%).

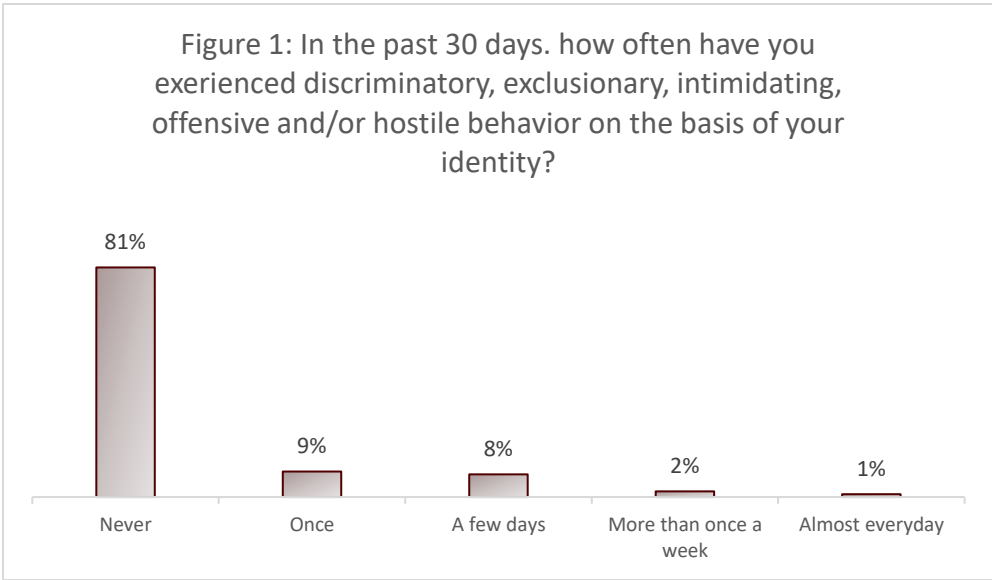


Figure 2 lists the reasons students felt they were discriminated against. Both males and females noted race/ethnicity as the most common reason, but the next most common reason for males was immigrant/citizen status, while for females it was sex assigned at birth. First-generation students felt they were being discriminated against more for their race/ethnicity, while non-first-generation students felt they were being discriminated against due to both their race/ethnicity and their sex assigned at birth almost equally as much. Heterosexual respondents declared race/ethnicity and sex assigned at birth as contributing factors toward the discrimination they faced. Meanwhile, students in the LGBTQIA+ community felt sexual identity/orientation, sex assigned at birth, and gender identity/expression were the most prominent factors for them compared to heterosexual students.

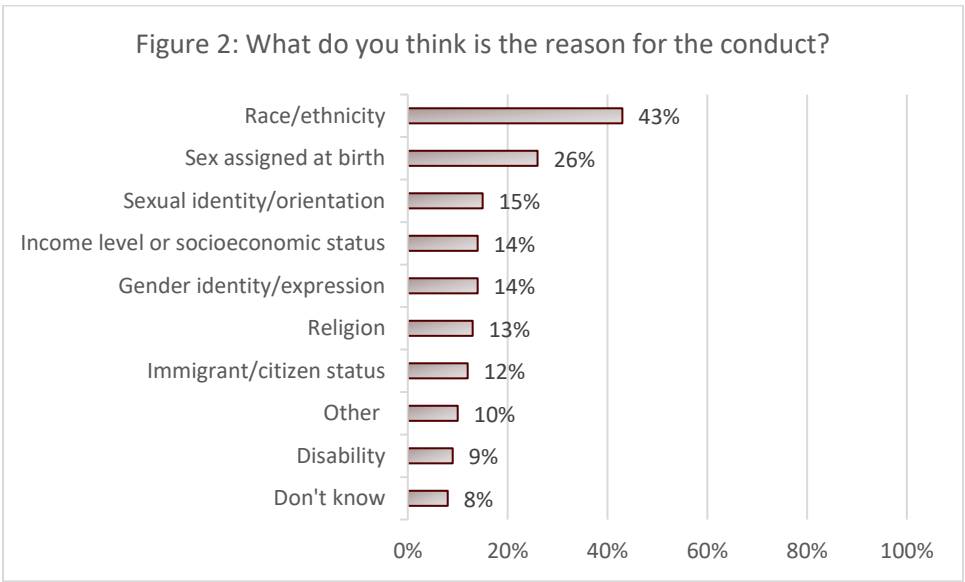
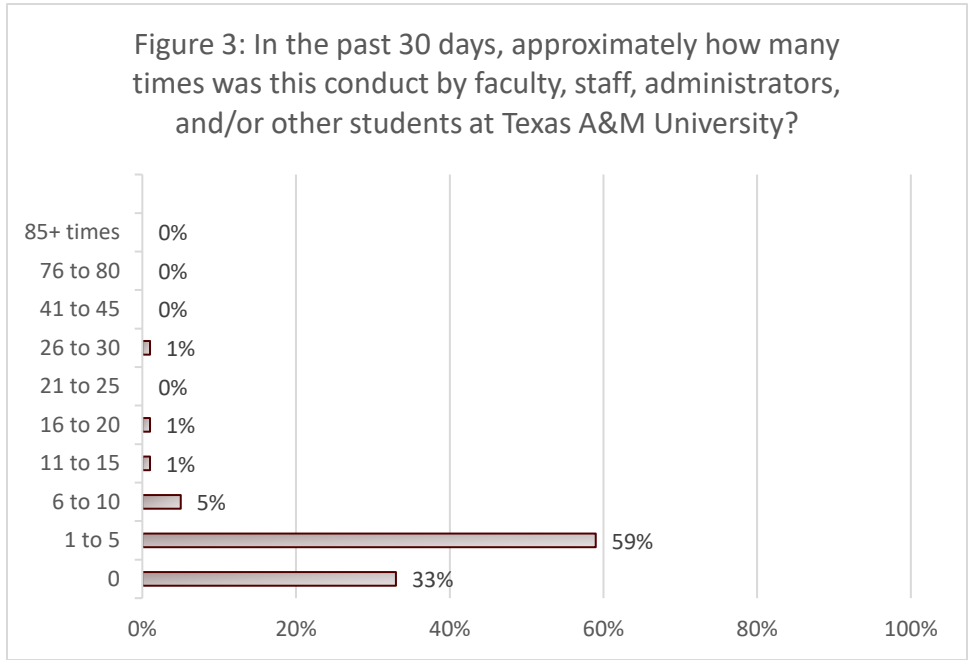


Figure 3 identifies how often this conduct was carried out by faculty, staff, administrators, and/or other students at Texas A&M University in the past 30 days.



Conclusion

While most students did not report any instances of discrimination based on their identity, those who did, had those experiences anywhere from once to almost every day. Overall, students reported that a majority of the discrimination they faced in the past 30 days has come from people at Texas A&M University. The top two factors that contributed to the discrimination were race/ethnicity and sex assigned at birth. While a large portion of the discrimination was carried out by people involved with Texas A&M, a significant amount was external, possibly from social media or the Bryan/College Station community.

This executive summary is updated at the conclusion of each semester and was last updated at the end of the fall 2024 semester.

For more information, please contact wishes@tamu.edu.